

KINDERGARTEN TEACHER QUESTIONNAIRE (FALL)

PART C

School ID#: _____

Child's Name: _____

Child ID#: _____

Teacher's Name: _____

Teacher ID#: _____

Prepared for the U.S. Department of Education
National Center for Education Statistics

by Westat
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Assurance of Confidentiality

The collection of information in this survey is authorized by Public Law 100-297 and continued under the auspices of Section 404(a) of the National Education Statistics Act of 1994, Title IV of the Improving America's Schools Act of 1994, Public Law 103-382. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. No information collected under this authority may be used for any purpose other than the purpose for which it was supplied. Information will be protected from disclosure by federal statute (42 US Code 242m, section 308d). Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be reported.

Academic Rating Scale

The Academic Rating Scale is separated into three areas: (1) Language and Literacy, (2) General Knowledge, and (3) Mathematical Thinking. You are asked to rate the child's skills, knowledge, and behaviors within each of these three areas based on your experience with this child. This is NOT a test and should not be administered directly to the child. Each question includes examples that are meant to help you think of the range of situations in which the child may demonstrate similar skills and behaviors. **The examples do not exhaust all the ways that a child may demonstrate what he/she knows or can do.**

The following **five-point scale** is used for each of the questions. It reflects the degree to which a child has acquired and/or chooses to demonstrate the targeted skills, knowledge, and behaviors.

- | | | | | |
|----------------------|---|--------------|---|---|
| 1 | = | Not yet | → | Child <u>has not yet</u> demonstrated skill, knowledge, or behavior. |
| 2 | = | Beginning | → | Child is <u>just beginning</u> to demonstrate skill, knowledge, or behavior but does so very inconsistently. |
| 3 | = | In progress | → | Child demonstrates skill, knowledge, or behavior <u>with some regularity</u> but varies in level of competence. |
| 4 | = | Intermediate | → | Child demonstrates skill, knowledge, or behavior <u>with increasing regularity and average competence</u> but is not completely proficient. |
| 5 | = | Proficient | → | Child demonstrates skill, knowledge, or behavior <u>competently and consistently</u> . |
| N/A = Not Applicable | | | → | Skill, knowledge, or behavior has <u>not been introduced</u> in classroom setting. |

Rate only the child's **current** achievement or motivation. Rate each child compared to other children of the same age level. Please use the full range of ratings. If the skill, knowledge, or behavior has been introduced in the classroom, please rate the child using the numbers **1-5**. Circle **"NA"** only if the skill, knowledge, or behavior has not been introduced in your classroom setting.

Children with Limited English Proficiency: Please answer the questions based on your knowledge of this child's skills. If the child does not yet demonstrate skills in English but does demonstrate them in his/her native language, please answer the questions with the child's native language in mind.

Children with Special Needs: It may be necessary to consider adaptations for some questions to make them more inclusive for this child's skills and/or use of adaptive equipment. Some children may utilize alternative forms of verbal communication (e.g., sign language, communication boards) or written communication (e.g., word processors, Braille, dictation). Please answer the questions with these adaptations in mind.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0719. The time required to complete this information collection is estimated to average 10 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

SECTION I: LANGUAGE AND LITERACY

THIS CHILD ...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In Progress	Intermediate	Proficient	Not Applicable
1. Uses complex sentence structures – for example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip at the same time as the first grade?"	1	2	3	4	5	N/A
2. Understands and interprets a story or other text read to him/her – for example, retelling a story just read to the group, or telling about why a story ended as it did, or connecting part of the story to his/her own life.	1	2	3	4	5	N/A
3. Easily and quickly names all upper- and lower-case letters of the alphabet	1	2	3	4	5	N/A
4. Produces rhyming words – for example, says a word that rhymes with "chip," "shop," "drink," – or "light."	1	2	3	4	5	N/A
5. Predicts what will happen next in stories by using the pictures and storyline for clues. ..	1	2	3	4	5	N/A
6. Reads simple books independently – for example, reads books with a repetitive language pattern.....	1	2	3	4	5	N/A
7. Demonstrates early writing behaviors – for example, by using initial consonants to spell words ("d" for the word "dog"), or using letter names to represent sounds ("r" for the word "are"), or phonetic spelling ("hrt" for the word "heart"), to convey words and ideas.	1	2	3	4	5	N/A
8. Demonstrates an understanding of some of the conventions of print – for example, by using both upper and lower case letters when writing, or putting spaces between words, or using a period at the end of a sentence.....	1	2	3	4	5	N/A
9. Uses the computer for a variety of purposes – for example, by drawing a picture, or counting objects, or typing numbers, letters, or words.....	1	2	3	4	5	N/A

SECTION II: GENERAL KNOWLEDGE

THIS CHILD ...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In Progress	Intermediate	Proficient	Not Applicable
10. Recognizes distinct differences in habits and living patterns between him/herself and other groups of people he/she knows – for example, knowing that there are many different types of families, or knowing the different types of homes people live in, or the different types of foods that people eat.	1	2	3	4	5	N/A
11. Understands what people do who have different kinds of jobs – for example, knowing that people use different tools, equipment, and machinery in their jobs (farmers, doctors, dentists, etc.), or that most jobs require special training.	1	2	3	4	5	N/A
12. Uses his/her senses to explore and observe – for example, observing and noting the habits of classroom pets, or identifying environmental sounds, or describing the differences in clay before and after water is added.	1	2	3	4	5	N/A
13. Forms explanations based on observations and explorations – for example, by describing or drawing the conditions (water, soil, sun) that help a plant grow, or by explaining that a block will slide more quickly down a steeper slope.	1	2	3	4	5	N/A
14. Classifies and compares living and non-living things in different ways – for example, classifying objects according to "things that are alive and not alive," or "things that fly and things that crawl," or "plants and animals."	1	2	3	4	5	N/A

SECTION III: MATHEMATICAL THINKING

THIS CHILD ...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In Progress	Intermediate	Proficient	Not Applicable
15. Sorts, classifies, and compares math materials by various rules and attributes – for example creating a rule for sorting keys, such as "keys with numbers" in one pile and "keys without numbers" in another pile, or sorting shapes by several attributes such as "large plastic shapes" and "small wooden shapes."	1	2	3	4	5	N/A
16. Orders a group of objects – for example, by ordering rods or sticks by length, or arranging paints from lightest to darkest, or musical instruments from softest to loudest.....	1	2	3	4	5	N/A
17. Shows an understanding of the relationship between quantities – for example, knowing that a group of ten small stones is the same quantity as a group of ten larger blocks.....	1	2	3	4	5	N/A
18. Solves problems involving numbers using concrete objects – for example "Vera has six blocks, George has three, how many blocks are there in all?" or "How many do I need to give George so he will have the same number of blocks as Vera?"	1	2	3	4	5	N/A
19. Demonstrates an understanding of graphing activities – for example, by adding a cube or coloring on a graph of "How we get to school" using yellow for "riding the bus," white for "riding in a car," and blue for "walking.".....	1	2	3	4	5	N/A
20. Uses instruments accurately for measuring – for example, by using a balance scale to compare the weight of two objects, or using tablespoons and teaspoons during a cooking project, or using a measuring tape to measure the length of different objects.	1	2	3	4	5	N/A
21. Uses a variety of strategies to solve math problems – for example, using manipulative materials, looking for a pattern, or acting out a problem.....	1	2	3	4	5	N/A